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ABSTRACT

This paper is divided into two main sections. The first deals with trends in teacher education in college and university preservice programs in Colorado and with school-based inservice programs, and covers curriculum innovations and general program characteristics. Specific programs are cited as illustrations. The second section lists issues and questions about innovations in teacher education, with subsections on preservice curriculum, the optimum use of the education labor force, and change agents and external financing. A chart detailing innovative programs, both university and college centered, and public school based, is included. (MBM)

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TRENDS AND ISSUES IN TEACHER EDUCATION IN COLORADO

Outline of a Speech Delivered by

SUZANNE WIGGINS HELBURN

at the Estes Park Teacher Education Conference

August 1, 1971

TRENDS IN TEACHER EDUCATION: College and University Preservice Programs

Curriculum Innovations

1. A major thrust is the institution of the professional semester or year (sometimes years), usually in the senior year. These programs usually require students to free their schedules completely to enroll full-time in education courses. Often, students spend most of at least one semester in some sort of community or public school teaching or service work. These programs involve a reorganization of professional courses to include more field experience, more flexibility in scheduling for students, more integration of field experience with methods and foundations courses. All new programs have more extensive field experience than has been normal in Colorado. Although this in itself requires more cooperation between the colleges and the schools, sometimes this cooperation extends to the use of public school personnel to teach methods and other courses in the preservice programs. Adams State-Los Alamos and the Cherry Creek-University of Colorado programs are examples of this type of cooperation.
2. Although there are only a few places where students get experience early in their college program observing or aiding teachers in the public schools, there is considerable interest in finding ways to provide such experience, but there are serious problems to overcome. College students must decide that they want to become teachers early in their freshman or sophomore year. The programs require extensive administrative work by colleges and public schools. In some areas of the state there is a problem of finding enough cooperating schools to handle the increased load of teaching assistants. Finally, there may be added expenses for travel and supervision in some cases.
3. A new interest, if not yet a trend, is competency-based curricula requiring the identification of competencies, the identification of criterion level competence required of students, the development of learning modules to help students acquire the competencies. Teacher Corps programs and the MAT program being developed at Southern Colorado State College focus on training students to acquire the competencies. An interesting and related approach to teacher

preparation based on behavior modification techniques from applied psychology is being developed by Joel Greenspoon and two colleagues at Temple Buell College.

4. Courses on minority problems and awareness training or sensitivity training exist in most schools, but as electives. There is little explicit focus in the required curriculum on preparing students to work with children from ethnic minority groups. The programs devoted to preparing teachers for teaching ethnic minority children are all limited to students who have a special desire to teach in such situations. (These include the two Teacher Corps projects, the two programs based at the University of Northern Colorado, and the new program at the University of Colorado Denver Center.)
5. There is only one existing program with considerable liberal arts involvement. It is the UNC-Manual Program under the direction of Donald Luketich. It is broadly integrative but, among other things, the preservice teacher education component integrates the entire four year college experience of future teachers. Other programs which are just getting under way, but which will work toward integration of liberal arts and professional preparation are the UPSTEP program at the University of Colorado at Boulder, directed by John Haas, and the Program at the University of Colorado Denver Center designed by Donald Gallo.

General Program Characteristics

6. Although some of the newer programs include secondary education students, there seems to be somewhat more innovation in elementary preservice preparation than in secondary programs. Examples include the Teacher Corps programs, the Adams State-Los Alamos program, and the UCITE program at the University of Colorado at Boulder. Plans are under way at Adams State to reorganize the entire elementary education program around some of the ideas developed in the Los Alamos program. Undoubtedly, reform in elementary education is easier, because often the program includes more required education courses, and because there is less need to gain cooperation from academic departments as a prerequisite for reform of the education program.
7. There is a great deal of expressed concern for developing adequate screening procedures--both for selecting candidates and for dropping students from the programs when necessary. Little headway seems to be being made. Two approaches might deserve consideration: requiring prior experience with children for admission to a program; using self-selection and counseling through a personalization program of the type developed at the University of Texas

(The Comprehensive Personal Assessment System for Teacher Education Programs by Donald J. Veldman).

8. There is some interest in real integration between colleges and public schools to provide preservice training which uses personnel and facilities from colleges and schools to best advantage. The major example of this approach is the Cherry Creek-University of Colorado program in which the school district has provided the facilities and personnel for major portions of college course work. In addition to cooperation in perservice education, UPSTEP, the UNC-Manual project and the two Teacher Corps programs include inservice training programs.
9. Programs centered around preparation of teachers to work with children from ethnic minority groups all include community representatives in the policy making aspects of the programs, often in the implementation of the programs. How successful this community involvement is, we were unable to ascertain from the contacts we made. Outside these projects, there seems to be little direct use of community people in policy making or resource capacities.
10. Most of the innovative programs are experimental, limited to a small percentage of students. Exceptions are the University of Colorado UPSTEP program and the UCITE program at the same institution.
11. Half of the programs have been financed through sizable federal grants: the Teacher Corps projects, the UNC-Manual program and UPSTEP. The other half of the programs are the efforts of an individual or department operating with modest to no special funds. These people often find ingenious solutions to financing local projects. Even so, these low budget programs, while often highly desirable and effective, depend on the dedication of the innovators, often of the students as well.

TRENDS IN TEACHER EDUCATION: School-Based **Inservice Programs**

Curriculum Innovations

1. The inservice programs surveyed represent a wide variety of models; there seems to be much more diversity here than in the innovative practices in preservice programs. Even though the format of the programs differ, the general objectives of inservice programs seem to focus on either preparing teachers to use strategies for individualizing student learning or to cope with children and the general teaching situation. The programs stress things like teacher accountability, humanizing the classroom, student centered learning, shared responsibility in classroom and school-wide decisions. In some of the interviews the individuals responsible for organizing these programs stressed the need for such training in the preservice education

programs. To some extent these programs seem to represent on-the-job training to fill in the vital areas which were neglected in the teachers' undergraduate college preparation for teaching.

2. Only two of the programs reported here stress training teachers to work with children from ethnic minorities (the Centennial and Pueblo City School District programs). In general, such programs seem to be rare around the state--at least little known. Although only two programs are expressly designed to help teachers become more effective working with children from ethnic minorities, others involve teachers working in relatively low income level communities (Widefield, for example).

General Program Characteristics

3. In all programs, teacher participants are volunteers; more than half are district-wide--open to any teacher who is interested.
4. Most programs make use of college or university faculty. The Bi-CAP program in Pueblo is operated from Southern Colorado State College. One interesting and as yet unconsummated attempt at cooperation has been initiated at Bell Junior High School, which has been trying to work out an arrangement which would allow Bell faculty to earn an M.A. based on course work to fit specific individual needs.
5. Except for the Bell Junior High School and the Pueblo Bi-CAP programs, community involvement does not seem to be a major thrust in the inservice programs.
6- Half of the programs are funded federally by USOE and half are financed by the school districts. From the information available to us, budgets are modest.

ISSUES AND QUESTIONS ABOUT INNOVATIONS IN TEACHER EDUCATION

The Preservice Curriculum

The TTT program emphasis is responding to the need for specially trained teachers to work with ethnic minorities. Undoubtedly there are specialized abilities that need to be acquired by members of the majority culture if they are to work with minority children. But most of the innovative programs to prepare teachers to work with ethnic minorities include components which seem useful for all teachers--of minority and majority children alike:

-- competency based education;
-- awareness training involving direct community experience;
-- psychological training including group dynamics, communication skills and sensitivity training;
-- learning to adjust the classroom to individual needs of students;
-- learning to respond to community needs and participation.

These issues or questions seem to arise from this line of thinking:

1. Can we agree upon a necessary basic set of learning outcomes which all teachers should be able to use? That is, can we say what competencies or abilities all teachers should have? How does training to achieve these competencies compare with the core curricula now offered in your institution? What alternative curricula and organizational structures will support the development of these abilities in teachers?
2. Are the competencies required for teaching minority children universally useful so that all preservice programs should require them, or should teachers expecting to work with minority children have special training? Can we meet the overwhelming needs of minority children by training large numbers of minority teachers? What benefits would accrue to the whole teacher training process by the injection of much larger numbers of minority students?
3. What competencies derive out of the liberal arts portion of the undergraduate curriculum and can we gain the cooperation between educationists and the other disciplines? What new opportunities for cooperation exist as a result of the changing values among college age students and young academics with strong drives toward public service?

Optimum Use of the Education Labor Force

It may have made sense at one time to separate inservice and preservice training, but colleges are now training teachers who can't find jobs while the teachers with the jobs are finding their responsibilities more and more onerous, their efforts less and less effective.

1. Do we need to reallocate existing training resources to adjust supply to demand?
2. Can we muster enough force for change to break down the inertia so that we can reallocate training resources away from preservice to inservice, with all the institutional readjustments that this implies? What institutional readjustments does such a change imply?
3. Are there significant differences between the learning required of teachers while in inservice training as compared to the learning outcomes in preservice training? What are the common competencies? Should they be the core of both kinds of programs?
4. Are there permanent structural changes required in our educational system which involve the merging of training resources into a common pool from which the schools, the community, the colleges and universities can draw? How can we make optimum use of our training resources?

Change Agents and External Financing

There are two different models apparent in the innovative programs described in our survey. Perhaps half of the programs have sizable financing through Federal grants and they operate under the leadership of what might be called, for want of another term, professional change agents. The leaders and the programs are part of the grants economy. Federal funds are infused into the economy to foster rapid changes in institutions and/or our knowledge base to affect changes which will achieve high priority national goals.

The other half of the projects have been conceived and executed by individuals, sometimes by departments, financed modestly if at all by local sources. We might call these the natural change agents, the inventors in teacher education. They would be innovating with or without federal or local funds. They are not primarily motivated by extrinsic reward; rather, they have some inner compulsion to make their classes or school work better. They are energetic, hard driving people who do a job for it's own sake, sometimes antagonizing colleagues in the process.

1. How do we identify talent and dedication to change? How do we reward it?
2. How can we maintain a balance which assures the continued development of large grants to affect basic structural changes in the education system, while still protecting and serving the inventors in our midst? How can the education establishment best use the talents of these special people?

| Curriculum Characteristics | | | | | | | | | | | | | | | | | | | | | | General Program Characteristics | | | | | | | | | | | | | | | | | | |

INNOVATIVE TEACHER EDUCATION PROGRAMS IN COLORADO--July, 1971

(see interpretive notes p. 3)

University-College Centered Programs	Curriculum Characteristics: Professional Semester-yr. Early	Professional Semester-yr. Extens.	Preservice Field Experience	Competency Based	Individualization	Psychological Preparation	Cross-Cultural Experience	Special Training on Ethnic Minorities	Liberal Arts Involvement	General Program Characteristics: Grade Level Elem.	Grade Level Second.	Professional Level: Pre/InService Pre-	Professional Level: Pre/InService In-	Participant Selection Procedure: Volunteer	Participant Selection Procedure: Selected	Special public school-college cooperation	Community Involvement	Scope: Limited	Scope: School-wide	Project Status: Concluded	Project Status: Current	Project Status: In planning	Amo
1. Adams State/Los Alamos Cooperative Teacher Education Project	X		X							X		X		X		X		12			X		$ 15,5 3,9
2. Adams State College Teacher Corps	X		X	X	X			X		X		X			X	X	X	30			X		200,0 (2 y
3. Colorado, University of UPSTEP	--	--	--		--				--	--	--	--	--	--		--	--	600*				--	347,0 (15 m
4. Colorado, University of UCITE	--	--	--	--	--	?				--		--				--			180			--	--
5. Colorado, University of Denver Center--Teacher Preparation for Urban Schools	--		--			--	--	--	--		--	--		--		--	--	30				--	60,0 11,0
6. Colorado State University Project Communi-Link														X		X	X				X		550,0 (2 y
7. Loretta Heights College Early Field Experience	X	X						X		X	X	X		X							X		--
8. Northern Colorado, University of--Teacher Training for Inner City Schools	X		X		X	X	X	X		X	X	X		X		X	X	48			X		--
9. Northern Colorado, University of/Manual High School Project		X	X					X	X	X	X	X	X	X		X	X	60 UNC	105 Manual		X		267,0 (2 y
10. Southern Colorado State College Teacher Corps	X		X	X	X		X	X		X		X	X	X		X	X	32			X		500,0 (2 y
11. Southern Colorado State College Master of Arts in Teaching				--	--			--		--	--		--		--				--			--	--

OGRAMS	Curriculum Characteristics																		General Program Characteristics											
	Professional Semester- yr		Preservice Field Experience		Competency Based	Individualization	Psychological Preparation	Cross-Cultural Pre-	Special Training on Ethnic Minorities	Liberal Arts involvement	Grade Level			Professional Level: Pre/InService		Participant Selection Procedure		Special public school-college cooperation	Community involvement	Scope			Project Status		Financing	
	Farly	Extens.									Elem	Second.	Pre-	In-	Volun-teer	Selec-ted				Limited	School-wide	Concluded	Current	In planning	Amount	Source
				X	X					X		X		X	X			X		40		X			$ 15,000 (3 yrs)	CFK Ltd.
				--			--			--				--	--			--	--	--				--		25,000 (1 yr planning grant)	U.S.O.E.
X		X								X	X	X			X			X		27				X		333,000* (5 yrs)	U.S.O.E. University District
				--						--				--	--			--		--				--		12,000 (1 yr. planning grant)	U.S.O.E.
					X						X			X	X			X		78		X				86,000	U.S.O.E. EPDA Grant
				X	X					X	X			X	X			X		60			X			7,000	District
					X					X	X			X	X						102	X				--	District
					X		X			X	X			X	X			X	X		60		X			--	District College
				X						X	X			X	X			X			280 3 yrs		X			60,000 (3 yrs) 9,000 (71-72)	U.S.O.E. Title III District
									X	X				X	X								X			--	Ford Foundation

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INNOVATIVE TEACHER EDUCATION PROGRAMS IN COLORADO--continued

Curriculum Characteristics | General Program Chara

PUBLIC SCHOOL BASED PROGRAMS	Professional Semester- yr	Preservice Field Experience		Competency Based	Individualization	Psychological Pre-paration	Cross-Cultural Pre-	Special Training on Ethnic Minorities	Liberal Arts Involvement	Grade Level		Professional Level: Pre/InService		Participant Selection Procedure		Special public school-college cooperation	Community Involvement	Scope				
		Early	Extens.							Elem	Second.	Pre-	In-	Volun-teer	Selec-ted			Limited	School-wide	Concluded	Current	In pla
12. Bell Junior High School Human Relations Master Plan					X	X					X		X	X			X		40		X	
13. Centennial School District, San Luis--Urban-Rural Schools Program					--			--		--				--	--		--	--	--				--
14. Cherry Creek-University of Colorado--Teacher Education Program	X		X							X	X	X		X			X		27			X	
15. Harrison School District, Colorado Springs--Diagnostic and Prescriptive Teaching					--					--				--	--		--			--			--
16. Jefferson County School District--Secondary Education Institute						X					X		X	X			X		78		X		
17. Jefferson County School District--Teacher Summer School Program					X	X				X	X		X	X			X		60			X	
18. Leadville Public Schools Inservice Teacher Education						X				X	X		X	X						102	X		
19. Pueblo City Schools (District 60)--BICAP--Bi-Cultural Appreciation Program						X		X		X	X		X	X			X	X		60		X	
20. Widefield School District, Security, Colorado--Individual Interest Profile Analysis Instruction					X					X	X		X	X			X			280 3 yrs		X	
21. Mountain View Center for Environmental Education, Boulder, Colorado									X	X			X	X								X	

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PRELIMINARY DRAFT

INTERPRETIVE NOTES TO ACCOMPANY

TABLE ON INNOVATIVE TEACHER EDUCATION PROGRAMS IN COLORADO

July, 1971

This table summarizes data on innovative teacher education programs in Colorado collected by Frances Haley and Suzanne Helburn during the spring of 1971. In the preservice category, the list is limited to programs which synthesize all or much of the professional education requirements of students--in a few cases, even larger chunks of the undergraduate college experience of the future teacher. In addition to these programs, there are a number of innovative practices worthy of description being carried out by a single faculty member in his own classes. Of special interest is the work of Lynn Weldon at Adams State College, Edgar Charles at Southern Colorado State College, Joel Greenspoon at Temple Buell College, Stanley Ratliff at the University of Colorado at Boulder, and Robert Clifton at Metro State College.

The data are compiled from interviews and written information made available to the interviewers and interpreted by them to fit into the categories included in the table. The information reported here may show some inaccuracies due to incomplete information available to the compilers or to unintentional errors of interpretation. Furthermore, some programs may be left out altogether. We would welcome information from conferees which might lead to corrections and additions to this summary table.

Interpretive Notes

1. Dashes (--) instead of x's are used to categorize programs which are still in the planning stage, that is, are yet to be put into practice.

2. The use of dashes (--) in the financing amount column means that the data was not provided by the project.

3. Professional semester or year has been defined loosely to refer to any program in which students are in effect devoting full time to courses in education for a semester to a year or more of their undergraduate college work. Most of at least one semester is spent by the students in the community or public school environs. One program, not described in the table which is a professional semester program is a secondary education program at the University of Colorado at Boulder, designed by Ruth Cline. Though a noteworthy project, this program does not encompass the whole pre-professional training program for students in the program.

4. Liberal arts involvement means that in some way there is an interest in or focus on integrating the liberal arts (including the sciences) education of the future teacher with courses related directly to professional preparation to teach.

5. Scope of a program means the degree to which the program is experimental or limited in the number of students which can be admitted to the program. The scope of a program is categorized as "school-wide" if the program is open to all students, even though they are free to enter it on a voluntary basis.

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6. The numbers in the "scope" columns refer to the number of students in the program per year; usually, the number refers to enrollment in the 1970-71 academic year. The large figure of 600 students to be involved in CU's UPSTEP program is a projection for next year. It overstates the immediate impact of this program because the number refers to the number of students who may be involved in the program at <u>any</u> level of their four year undergraduate program. It includes, for instance, the students in the UCITE program, the program about to be tried out in elementary education at the University, which includes about 180 students.

7. The figure of $333,000 for amount of funding for Cherry Creek includes portions of the budget used for their differentiated staffing program.